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ABSTRACT

As an aid for school board members, this handbook offers advice on selecting central-office and building administrators. The introduction discusses the board's role in administrator selection, lists 16 areas in which board policies are needed, and suggests criteria and information needed for board policies. Chapter 1 reviews recent changes in the educational administration team and describes 16 types of administrative positions, involving the areas of personnel, staff development, public relations, business, transportation, food service, buildings and grounds, energy, library and media services, research, community education, government programs, curriculum and instruction, pupil personnel services, and elementary and secondary principals. Chapter 2 explains four steps in hiring administrators. The steps involve (1) planning the selection process, including setting board policies, administrative needs, organizational arrangements, timetables, responsibilities, and contract provisions; (2) recruiting candidates, involving recruitment materials, application forms, and job descriptions and announcements; (3) selection, including application processing and screening, interviewing, and making the final choice; and (4) employing the new administrator. Eight appendices present sample board policies, organizational charts, and information forms, as well as guidelines, laws, and executive orders on hiring practices. (RW)

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*The Administrative Team
Career Development Series*

Book 3

The Board's Role in Selecting the Administrative Team

*A Joint Publication of the American
Association of School Administrators and
The National School Boards Association*

The Board's Role in Selecting the Administrative Team

*Reviewed and Approved by
The Joint AASA-NSBA Committee*

**Published by the American Association of School
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The Board's Role in Selecting the Administrative Team

The times cry for leadership. Quality leadership, in fact, is essential to the success of any institution, including our schools.

Most knowledgeable people will tell you that selecting a superintendent is one of the most crucial decisions a school board makes. For the superintendent, selecting the best possible members of the administrative team is also of critical importance and essential to the success of the school system.

What role should the board play in assuring the best possible administrative team? Should the selection process be covered in board policy? What key administrative functions require time and attention? Is it possible or desirable to combine some unrelated functions under one administrator? These are some of the questions faced by schools in recruiting and selecting effective members of the leadership team. This book is designed to help you find some possible answers.

The Board's Role in Selecting the Administrative Team is a valuable resource for all board members. It provides basic information of vital interest to school boards in assuring an effective selection process for central and building level administrators.

In preparing the manuscript for this publication, the American Association of School Administrators (AASA) conducted a national survey of its members to seek information ranging from selection methods to job descriptions. The author sought insights from key educational leaders and explored significant board policies collected by the National School Boards Association. A survey of other available literature yielded a wealth of additional information. Finally, this publication was reviewed and approved by the Joint AASA-NSBA Committee. The result is a publication containing the thoughts and ideas of both administrators and board members.

A companion book, *Selecting the Administrative Team*, addresses directly the role administrators play in the selection process. Since the Superintendent generally makes recommendations to the school board on his or her choices for the leadership team, that book contains a more complete explanation of the selection process, interview techniques and suggested job descriptions.

There is no substitute for excellent leadership. We hope this publication will be helpful to all schools in the quest to constantly improve the quality of education for students through selecting and supporting the highest quality administrative team.



Paul B. Salmon, Ed.D.
Executive Director
American Association
of School Administrators



Thomas A. Shannon
Executive Director
National School
Boards Association

What Is the Board's Role?

So your board and superintendent are committed to having a team approach to management in your district. You know that the quality and quantity of the district's educational programs and activities depend on the quality and quantity of the administrative talent. You are convinced that the way these talents are coordinated will determine whether the intent of the board can be carried out to its greatest potential.

And you ask: How can the board assure that the district's administrative team has the right components, assembled in a way that will enable team members to function together most effectively? What can the board do to make certain that new members of the team will have the knowledge and skills needed to accomplish their assigned tasks and, consequently, meet the district's objectives? What exactly is the board's role in selecting these administrative team members?

If you're like many school board members, you know what responsibility the board has in selecting the school superintendent — the district's chief administrator, the leader of the administrative team. You may even have participated in selecting your current superintendent. But you're uncertain about the board's role and responsibilities in the selection of other administrative team members.

How board members interpret their responsibility for assuring that the administrative team "has what it takes" to be effective varies from district to district. Most districts leave the actual selection and evaluation of school administrators up to the superintendent — the one person they hold accountable for implementing board directives. However, a few boards do get involved in interviewing and selecting efforts.

Boards should consider it their responsibility to establish policies affecting the administrative team in the following areas:

- Clearly establish the purposes of the administrative team.
- Specify the roles and responsibilities of the board, the superintendent and others in establishing and maintaining an effective administrative team.
- Determine what categories of administrative personnel are members of the administrative team.
- Develop an administrative organization plan.
- Clarify whether committees of the administrative team may be created.
- Establish the authority of the administrative team.
- Identify the process by which administrative team members will be selected.
- Assure that an active job description program is in operation for all school staff.
- Instruct that a salary and fringe benefit program for administrators be implemented.
- Establish that there will be evaluation of school administrators.
- Establish that there will be evaluation of the administrative team.
- Provide for administrative team training and development.
- Address the tenure, promotion, transfer, assignment, reassignment, probation, demotion and termination of school administrators.
- Direct that the administration develop guidelines for implementing all board policies on the administrative team. Procedures for convening the team, procedures for implementing goals and objectives of the district through

the administrative team, communication and reporting procedures must also be developed.

- Assure all employment practices and procedures are in keeping with equal employment opportunity and other legal requirements.
- Clarify the district's position on nepotism.

HERE'S HELP WITH DEVELOPING BOARD POLICIES

If your board needs to adopt new or revised policies on these issues, the following sample policies provided in the appendix of this publication should help:

- Hiring administrative staff
- Equal opportunity employment
- Equal opportunity employment for women in education
- Affirmative action ("Affirmative action" commonly refers to a systematic plan aimed at eliminating discrimination in employment through identifying institutional practices that tend to maintain and perpetuate it.)
- Orientation for school administrators.

Your district can also seek assistance with policy development from state and national associations of school boards and school administrators. All new and revised policies should be checked by your legal counsel before adoption to make sure they are in compliance with federal and state law, case law and negotiated employee contracts. (A list of laws and executive orders that affect hiring practices is provided in Appendix G on page 77.)

The policy issues listed are interrelated. Just as all the pieces of a puzzle are needed to make a complete picture, all of a district's policies regarding the administrative team should be in place before the administrative team concept can be whole and vital — effectively implemented and maintained.

Because of their interrelatedness, one of these policies cannot be implemented without referring to, implementing or somehow affecting several others. So when decisions are made about adding a new team member, all district policies on the administrative team (not only those that relate to the selection process itself) must be intact and kept in mind.

THE INFORMATION YOU WILL NEED

As you may have guessed, you must have certain information before you and your board can make these policies. For example:

- You should have a basic understanding of administrative functions.
- You should have a basic understanding of administrative and supervisory categories.
- You should understand various selection processes as a basis for supporting the process to be used in your district.
- You should understand the district's financial constraints, budgetary and program goals, the current organizational structure and the style of various administrators in getting things done.
- And, you should be sure that steps in the administrator selection process meet legal requirements, such as equal employment opportunity laws and others.

Most of what you must know in making good policy for the administrative team is the same information required when actually selecting an administrative team member. Even though actual selection of team members is an administrative function, you as a board member will be able to create better policy if you are familiar with the process. This publication is designed to provide you with vital background information.

SEVEN QUESTIONS TO ASK ABOUT YOUR BOARD POLICIES

When making board policy for the administrative team (or *any* board policy for that matter), apply these seven criteria.* If you can answer "yes" to each of these questions, it's likely that your policy is sound. Any "no" response should be viewed as a red flag. It could be a sign that the given policy — if contested by staff, students or the public — could be subject to court action or overruled by your state education authorities.

1. Is the policy within the scope of the board's discretionary authority as granted by state statutes?
2. Is it consistent with state and federal law and with the provisions of the U.S. Constitution?
3. Is it reasonable and free from arbitrariness and capriciousness?
4. Is it judicious?
5. Does it have as its purpose the realization of an educationally valid and desirable end or objective?
6. Does it have a substantial relationship to a legitimate purpose?
7. Does it reflect sound judgment, wisdom and forbearance?

*Developed by the Educational Policies Service system of the National School Boards Association.

not to suggest that you interfere in the selection process. Often, however, state law and board policy require that the board have final say when it comes time to actually approve or reject employment recommendations.

More detailed information on selecting school administrators is provided in a companion publication developed for school administrators and made available through the American Association of School Administrators. In that more comprehensive version of *Selecting the Administrative Team*,

samples of job descriptions for the jobs and functions described in this publication are provided.

Thoroughly studying the information in this publication will help prepare you, as a board member, to make board policy specific *and* general enough to effectively guide administrative and other decisions during the administrative team selection process.

What You Should Know About the Administrative Team

THE TEAM IS CHANGING

You've probably noticed it in your own school district: As the demands on the public school system have changed, so have the character and composition of the administrative team charged with meeting those demands. New positions have been added during the past few years. Others have been consolidated or abolished. And the requirements for some positions have become tougher.

Once, the administrative team might have consisted of the superintendent, the associate superintendent for curriculum and instruction, the school business official and school principals. Today, many of the functions carried out by these professionals have been shifted to new, more specialized positions in areas such as transportation, food service, pupil personnel services, legislation, legal service, negotiations and buildings and grounds maintenance. School districts have created these more specialized administrative posts primarily to keep up with innovations in the areas represented and to comply with increased federal and state legislation, regulations and court decisions.

Another change in the team structure has been the addition of professionals to administer **new** responsibilities for school districts brought about by new legislation, technology or public concern. Hence, we now have federal and state program officers, energy administrators, library media coordinators, research directors and directors of community education.

In some school districts, because of declining enrollments, the need to cut costs or simply as a matter of choice, some positions have been consolidated with others under one person or department. Some have been abolished. If consolidation of functions is suggested, board members should be sure that those functions can be adequately handled without overburdening administrators who already bear heavy responsibilities. Any decisions of this nature should consider the unique and often changing needs of the school district, whether small or large, rural, urban or suburban.

THE ADMINISTRATIVE TEAM POSITIONS

School districts vary in many ways. So do their administrative structures and requirements. Therefore, it is not possible to list all administrative positions which might be found in school districts.

In this section, however, you will find descriptions of 16 administrative team positions found in many districts across the nation.* By placing these positions into the following three categories, we can see better the nature of these positions, who is likely to hold them and what qualifications, skills and training might be required for successful performance.

*Most of the information about these positions was collected through a nationwide survey of school administrators conducted by the American Association of School Administrators in 1980.

1. **Administrative team positions with clear-cut professional qualifications, certification requirements, career routes and pre-service training programs.** Most of these positions are "instructional." They deal with the instructional aspects of the district's operations. In recruiting people for these jobs, it is necessary to seek candidates with particular kinds of academic training and credentials.
2. **Administrative team positions requiring a consistently increasing level of knowledge, skill and professionalism.** These positions are generally service-oriented: food service, transportation and to some extent, business management and legal and bargaining services. In many cases, "up-through-the-ranks" administrators hold these positions. However, an increasing number of specially trained, degree-holding professionals are now moving into these key areas.
3. **New administrative team positions for which few, if any, academic, pre-service programs yet exist.** People now holding these positions — such as federal and state program and grants directors and energy managers — have generally acquired their training on the job. These team members are involved in frequent and extensive inservice training since their posts often focus on rapidly changing technology and legislation. As these specialties evolve, university-level training programs will be needed to prepare future administrators. Because such programs are scarce, districts seeking to fill these positions will have to establish their own job requirements.

The descriptions that follow are listed by "function." The requirements of each position may vary from one district to another, resulting in some variations in the actual job title and job description used in a particular district. Most of these functions need to be performed in a school district, regardless of size. In some districts, an individual or separate department might handle the functions listed. In other districts, functions might be combined under one administrator.

Despite how your district arranges or names them, it's important to understand the scope of each administrative

function and position and the type of individual who could best meet the responsibilities.

PERSONNEL

The director or assistant superintendent personnel often does most of recruiting, screening, interviewing and hiring of qualified candidates to fill the important positions on a school district's organizational chart. He or she is responsible for the operation and administration of the entire personnel program.

A background in personnel administration combined with a comprehensive knowledge of *all* aspects of school district management is needed to perform this job. This person must be able to apply knowledge of law, labor relations, salary benefits, contracts, evaluation procedures and grievance administration to the infinitely varied "human relations" that make a school system work.

In some cases, the personnel director is responsible for "people-type" concerns of a district's staff, such as employee productivity, morale, motivation and professional growth. As a result, training in social and behavioral sciences is often a significant part of a personnel director's background.

Personnel directors often have backgrounds in industrial personnel management, communications and educational administration. Candidates for this position can also be found among the ranks of other school administrators, including elementary and secondary school principals, in business and industry or university faculties.

STAFF DEVELOPMENT

The position of director of staff development is emerging. Along with accountability, the preparation and continued training of teachers, administrators and other personnel have become national issues. And planned, in-district staff

development efforts are becoming major concerns of both school boards and administrators.

Some districts choose to combine staff development activities with those of their personnel, instruction or curriculum departments. But others have named a staff development director to help all staff members grow professionally and improve their skills. In this way, classroom instruction is improved and staff members are better prepared to incorporate innovations or meet increased demands placed upon them by laws and regulations.

For a staff development director to be effective, he or she should have an inside knowledge of the work teachers and administrators do, the everyday problems they face and the decisions they must make. A thorough, professional understanding of how adults learn, well-developed human relations and communications skills also are required.

Staff development directors come from a variety of professional backgrounds. Some are specifically trained in staff development, teacher education or instruction design; others come to the profession from other administrative and teaching specialties.

COMMUNICATIONS/PUBLIC RELATIONS

Undoubtedly, all school administrators should have the "ability to communicate," but a director of communications must have extraordinary "people skills" and talents.

Top-notch school communicators are strategists and advisors to their superintendents and boards. They are usually well-informed, politically aware and are good speakers and writers. They must have good coordination, management and delegation skills, and they must be able to handle being in the spotlight or even taking some "heat" when necessary. Most important, they must have the ability to see the "whole" picture of education and develop rapport with the staff, the community and the media.

Educators with a good communications background or trusted staff members who know the schools and the com-

munity might make good communications directors for some districts — even though they may lack some experience with today's communications methods. Many communications officers, however, have journalism, communications or public relations degrees, professional media or educational writing experience and a working knowledge of graphic arts, printing, photography and — sometimes — video production.

BUSINESS

A school district's director of business affairs has a wide range of responsibilities. This executive manages services that range from transportation to school lunches, data processing to financial planning and payroll to purchasing — much of the "bottom line."

To meet the increasingly complex fiscal demands of school district operations, these administrative team members must know how an effective business functions *and* the special business needs of school systems. They need to have studied or have a working knowledge of school accounting, purchasing, maintenance and operations, school business management, collective bargaining and office and personnel management. Often, they hold advanced degrees in fields such as educational administration, business administration, economics or accounting.

School business directors come to their positions from a variety of backgrounds. They may be former business education teachers, assistant superintendents or purchasing agents. From outside the district, they come from careers in accounting, insurance and other areas of private industry.

TRANSPORTATION

Transportation may be one of the costliest items in a school budget, and because of busing or other issues, it may also be one of the most controversial. Accordingly, educa-

tional standards for transportation directors are getting tougher.

Today, the person "at the wheel" of a transportation system must be steady, dependable, organized and diplomatic. He or she also must know about safety education, economics, financial administration, energy conservation, public relations and transportation legislation. Although many transportation directors do not hold degrees, more and more districts are requiring that undergraduate (and sometimes graduate) training in transportation services be part of the job qualifications for future transportation directors.

Of course, whether districts have a director of transportation depends on whether they own their own buses (and how many) or contract for bus services. In some school districts, the responsibility for coordinating these services may be handled by another team member, often the business manager.

When school districts hire a transportation director, they sometimes look for a person who holds a degree with specialization in transportation-related supervision and administration and has some on-the-job experience — at least a year and in some cases, as many as five to seven years. Most transportation directors have come up through the ranks in a school system or have had related experience outside the schools.

FOOD SERVICE

Food service directors are moving out of the kitchen and into the executive office — and school districts are looking for candidates who are educationally qualified to make that move.

An estimated two thirds of current food service directors came up "through the ranks" (as lunchroom supervisors or assistant cooks) and do not hold professional degrees. However, the professional demands on the food service director-

ship are becoming more specialized. Not only are these executives charged with providing each school child with food of a highly nutritious quality, but they also must do so in an atmosphere of cleanliness, cheerfulness and personal caring. They must operate a program that is financially sound, and they are often responsible for nutrition education. A degree in areas such as nutrition, dietetics, institutional management or business administration is becoming a professional requirement in some districts.

To locate new food service directors, school districts are turning to people with experience in institutional food service, hotel restaurant management and catering. Some may hold related degrees.

BUILDINGS AND GROUNDS

"Director of Plant Facilities," "Supervisor of Maintenance and Planning," "Director of Maintenance and Construction," "Buildings and Grounds Director" — the differing titles indicate that school districts do not structure the responsibilities of this job in any one way.

Two common approaches appear, however. In some districts, this person is responsible only for all custodial, maintenance and groundskeeping needs. When this is the case, the director often does not have a college degree, but will have professional experience in construction or institutional building maintenance. Other districts have chosen to expand the buildings and grounds role to include architectural and engineering planning for their systems. Here, the job requirements may include a degree in architecture, civil or architectural engineering or facilities planning.

The nature of this job in a district will determine where to look for candidates. Most current executives have been recruited from private industry, from the building trades and from architectural and engineering firms.

ENERGY

Although the responsibilities of energy administration have often been assigned to the buildings and grounds director or the business director, growing concerns about conservation and budgets have brought the creation of a new professional post: the school energy director.

The usual focus of this job is to do everything possible to reduce the consumption of energy throughout a district to the minimum, essential requirement. Energy managers must be familiar with heating, ventilating and electrical systems. They must be able to analyze these systems in relationship to energy consumption and be adept at developing and managing energy saving programs. They must also have the ability to communicate clearly, both orally and in writing.

Because school district energy managers are a new breed of specialist, few, if any, higher education programs now exist that are specifically designed to train them. So, to recruit candidates for this position, some school districts turn to private industry. Many school districts, however, "create" their own energy manager by providing a current staff member (most often the buildings and grounds or business director) with special training in energy systems management. A smaller district may rely on an energy consultant.

LIBRARY/MEDIA SERVICES

With cable television, videotape, audio systems, film and computers assuming increasingly important roles in instructional programs, the position of the library media director has been given increased emphasis in school districts.

Library media directors must fully understand this developing technology and, just as important, must know how to integrate it effectively with print materials to provide students with complete, exciting, up-to-date learning resources. They also must have highly developed management and communications skills to be able to inform staff about instructional

innovations and equipment and get teachers excited about potential classroom use.

Some school districts have created separate, management-level positions for print and non-print media directors, but most consolidate these responsibilities into a single directorship. To recruit these directors, most districts use two primary sources: current school librarians, media specialists and university placement offices.

RESEARCH

A school district's director of research provides the board and the administrative team with data needed for crucial decision-making. He or she evaluates and interprets the school's education programs, testing and information systems. This person also may compile student community demographics that provide the basis for decisions affecting long-range budget, curriculum and facilities planning.

These administrators usually hold a degree in educational administration, planning, research and evaluation, statistics, or curriculum and instruction. A background in computer systems is increasingly a professional advantage. And well-developed communications skills are needed because much of this job involves interpreting technical information for a variety of non-technical audiences.

Because of the highly specialized educational background required and because some district research directors may come from similar positions in post-secondary institutions, many districts look to university placement offices when recruiting candidates.

COMMUNITY EDUCATION

Community education is one of a school district's most "personalized" programs. And because no two districts are alike, no two districts structure their community education programs the same way.

The areas of emphasis in a district's program — services for senior citizens, assistance to single-parent families, counseling programs or adult education classes — will dictate the training and skills needed by the community education director. However, this job invariably calls for someone who has broad community awareness, familiarity with community agencies, philosophical understanding of community education, ability to work with people, good management skills and a sound educational philosophy. Most community education directors hold degrees in community education, elementary or secondary education, educational administration, guidance and counseling or parks and recreation administration.

Districts often hire school principals, counselors, recreation directors and community education supervisors or staff workers to fill this post. Or they recruit this executive directly from college and university community education training programs.

FEDERAL AND STATE PROGRAMS

The position of federal and state program director is relatively new. Developed in response to the 1965 Elementary and Secondary Education Act, the position has become an increasingly important component of a school district's administrative team.

Federal and state program directors help translate legislation into responsive educational programs. They may be involved in hiring staff, training teachers, assessing the needs of children and designing programs to meet those needs. Most often, they apply for state and federal funds and assure that the funds are used to meet specific or general needs.

Specialized skills are needed to accomplish these tasks. A thorough understanding of the workings of state and national governments and of how the judiciary process works is needed. This administrator also should possess excellent writing and research abilities. The federal and state programs director must be able to work well with people, be attentive to

detail, experienced in instruction and administration, interested in programming for the disadvantaged and concerned about the improvement of education in general.

There are few pre-service training programs on the college or university level to prepare specialists in this field. And because this job requires creativity and imagination, many districts find that some of the best candidates are creative teachers. Almost all districts responding to AASA's special administrative team survey recruited their current directors from within their systems. Many came directly from the classroom; others were principals or served in other administrative capacities.

CURRICULUM AND INSTRUCTION

Responsibility for the overall administration of curriculum and instruction may be handled by one or more persons in a school district. There may be separate directors for "curriculum" and "instruction," or these responsibilities may be divided into elementary and secondary units. Staff development and, in some cases, pupil personnel services may be assigned to these directors in one district; another district may have separate administrators.

Standards for administrative preparation, the content of job descriptions, competencies and certification guidelines are evolving within the profession. However, all of these administrators, in varying degrees, are responsible for designing, supervising and evaluating the educational programs of district schools. "Curriculum" deals with planning those programs. "Instruction" puts the programs into practice.

According to Gordon Cawelti, executive director of the Association for Supervision and Curriculum Development, curriculum and instruction professionals must be proficient in four basic skill areas:

1. **Curriculum development:** assessing educational needs, setting goals, selecting learning activities and evaluating curriculum.

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2. **Clinical supervision:** observing the teaching and learning process through systematically planned instructional observation and analyzing its results.
 3. **Staff development:** creating an ongoing program of inservice training designed to meet the changing professional needs of classroom teachers.
 4. **Teacher evaluation:** improvement-focused procedures aimed at identifying the substantive characteristics of effective teaching.*

The best candidates for these jobs are likely to be veteran educators with wide teaching and administrative experience and specialized graduate- or doctorate-level training in curriculum development and design, instructional theory and evaluation, research and educational administration or supervision.

These candidates are often found among the ranks of principals, mid-level administrators or recruited through university placement bureaus.

PUPIL PERSONNEL

A district's director of pupil personnel services must be familiar with a wide range of specialized programs including health services; student orientation programs; psychological, achievement and ability testing and evaluation services; special education; educational, vocational and career guidance and counseling; and pupil accounting. And he or she must juggle administrative decisions between two opposing forces: increasing public demands and government mandates for pupil services on one hand and shrinking school budgets on the other.

The ability to manage people and paper is a chief criterion for this executive. Experience as a visiting teacher, school counselor, special education administrator or school psychologist also helps. As for professional preparation, many pupil personnel directors today hold advanced degrees in a

*Gordon Cawelti, "Effective Leadership Produces Greater Learning." In *Thrust*, Association of California School Administrators, January 1980.

variety of disciplines. A degree with an emphasis in pupil personnel administration and supervision is a common requirement.

Currently, the number one career route to the pupil personnel directorship appears to be that of a secondary school principal. Many districts find serving as a principal provides an educator with just the skills, stamina and versatility needed. The position of school psychologist or guidance and counseling staff member are other common routes to pupil personnel leadership.

SECONDARY PRINCIPAL

"The best principals are those who regard themselves as educators, not merely as 'site managers,'" according to a 1978 study by the National Association of Secondary School Principals (NASSP). "Schools are human institutions in which activities are varied and often hectic and in which young people and staff need a secure and confident, as well as outgoing, administrative leader — with a high tolerance for frustration and a high level of energy," the study concludes.

The certification and selection requirements for this school administrator vary dramatically from state to state. But NASSP research and experience reveal a fairly clear picture of what makes principals effective:

- They use problem analysis to determine what's important in a situation, use good judgment in identifying educational needs, perceive differences in requirements and expectations and are decisive when they need to be.
- They communicate clearly with a variety of audiences, plan and organize well and possess strong interpersonal skills.
- They are tactful, sensitive and emotionally stable and encourage confidence.
- They are also highly motivated and sufficiently flexible to respond to change.

In addition, they must have adequate professional knowledge, beginning with an understanding of leadership, curricu-

lum development, school law, school management, human relations and community relations. And, ideally, this theoretical knowledge has been applied — and extended — in a practical internship before a new principal accepts a first position.

Career routes to the high school principalship include: high school assistant principal, central office positions and elementary or junior high school principal or assistant principal. Also, districts have recruited some of their best principals from among their ranks of teachers (in some states, principals must have served as credentialed teachers.), guidance counselors, elementary school administrators and from outside their districts altogether.

ELEMENTARY PRINCIPAL

Most of the standards used to measure the caliber of a secondary school principal can also be applied to an elementary school principal. There *are* some obvious differences, however: Student age range and needs, curriculum emphases and administrative and guidance responsibilities are a few. For this reason, a district should be seeking some special qualifications in elementary principal candidates.

Elementary school principals usually have advanced degrees in elementary education. But professional preparation is not always considered as important as experience. Experience as an effective elementary classroom teacher and a thorough knowledge of child growth and development are probably two of the most important requirements. Highly developed human relations and communications skills are indispensable in daily contacts with parents, staff, the neighborhood and the district's central administration. And as administrative responsibilities continue to grow (as they do for administrators everywhere), elementary school principals must be competent managers of their talents and time and the talents and time of their staffs.

Some common career routes to an elementary principalship include: a strong teaching background, an advanced

degree in educational administration, plus increasingly responsible administrative positions in elementary school management. Assistant principalships and internships with other administrators also can be valuable. Many districts find their elementary principals among the ranks of their own teachers and administrators.

How to Hire Administrative Team Members

An effective administrative team is often composed of a wide variety of positions. Therefore, a simple "recipe" for hiring administrators won't do. An entire cookbook would be more to the point.

Although no school district "test kitchen" has yet developed a foolproof recipe for hiring members of the administrative team, some procedures are fairly standard. As illustrated in the chart, "Steps in the Selection Process," these procedures fall into four stages: planning, recruiting, selecting and employing. These procedures should be modified to fit the unique characteristics of your school and organizational structure, the size of your district, the type of position, the time available for the administrative search and the salary that can be offered.

STEP 1: PLANNING THE SELECTION PROCESS

Before any action is taken, an overall plan for selecting each administrative team member should be established. Such a plan should identify, in a systematic way, who should do what during each step of the selection process. Develop-

STEPS IN THE SELECTION PROCESS

1. PLANNING

Board policies are considered
Administrative team needs
are defined
Organizational chart is revised
Timetable is set
Who will do what is
determined
Salary and other contract
provisions are specified

2. RECRUITING

Recruiting materials are
written
A job description is developed
An application form is
prepared
The vacancy is announced
and posted

3. SELECTING

Candidates' applications are
processed
Applications are screened
Preparations are made for
interviewing candidates
Interviews are conducted
Finalists are determined
A final choice is made

4. EMPLOYING

Board endorsement or
approval is given
The employment contract is
signed
The appointment is announced
publicly
Applicant files are closed out
The new administrator is
welcomed and oriented to
the new district
All efforts are evaluated

ment of this plan is a task for your school administration. The following questions should be considered:

- What will be done before the position is announced?
- How will it be announced?
- To whom will it be announced?
- How will the applications be screened?
- How will the candidates be interviewed?
- How will the final selection be made?

-
- How will the new appointment be announced?
 - What will be done after the announcement is made?
 - Who will assist in the selection effort?
-

Back to Board Policies

Board policy should serve as a guide to key school administrators in answering the above questions. If your board has adopted most of the policies cited earlier, the needed administrative procedures probably will already be in place. This approach will leave less room for ad hoc decisions on these issues and less room for law suits for discriminatory or unfair hiring practices filed against the district by an unhappy candidate.

If you find that policies are insufficient, now is a good time to do something about it.

Are Your Needs Defined?

As pointed out earlier, no two administrative teams are alike. The titles for administrative team members differ from district to district. And the functions carried out by each team member differ as well.

How a district organizes members of its administrative team and chooses the titles to identify them will depend on specific needs and goals of the system. For example, in some districts:

- **Planning** is combined with research and evaluation. In others, planning refers exclusively to facilities and comes under the jurisdiction of the buildings and grounds director or business director.
 - **Staff development** may be headed by a separate administrative team member, or it may be part of the responsibilities of curriculum or instruction directors.
 - There may be an administrator with the title of **legislative liaison** or these duties may be assumed by the superintendent, his or her associate or a special projects director.
-

- The work of the **chief negotiator** may be carried out by a specially appointed labor relations executive, by a personnel director, district legal counsel or by an outside negotiations consultant.

So, when an administrative team is being assembled, your district's needs should be considered. What *your* district needs and wants may not be what your neighbor's district needs and wants. Methods that serve another district with great success may not be right for yours.

Before adding to or restructuring an existing administrative team, its current composition should be analyzed. What

WHAT ABOUT WOMEN ADMINISTRATORS?

In a district's efforts to assure equal employment opportunity for all, special policies* and efforts to encourage equal employment of women in administrative team positions may be in order.

According to the findings reported by the National Association of Elementary School Principals (NAESP), "Where increasing the number of women administrators is concerned, progress is very, very slow."

Even worse, in this particular area of education — elementary schools — women administrators seem to be slowly disappearing. There's a disturbing 50-year trend which shows up in every survey NAESP has conducted since 1928: Every 10 years, the surveys show that the "average" elementary school principal is less likely to be a woman. In 1928, for example, 55 percent of all elementary school principals were women; this figure declined to 22 percent in 1968; in 1978, it went to 18 percent. This trend is mirrored for secondary principals. In 1965, 10 percent of secondary principals were women; in 1977, only 7 percent were women.

categories exist for current positions? What functions are included in each position?

Your superintendent will analyze: What, exactly, do we need? Do we still *need* the job? Can it be consolidated with another one? Can the district get along without it?

If the position is new and came from a new goal for the district (such as the building of a new elementary school or an all-out effort to become energy efficient), the possibility that someone already a part of the administrative team could take on these extra duties might be explored. But if your district does decide to consolidate functions, care must be taken to

The reasons for this troubling phenomenon are many and complex. According to NAESP, "Men tend to do graduate work in administration. Women tend to do graduate work in curriculum." This, perhaps surprisingly, is still the case today in graduate schools all over the country.

Solutions? School districts could do more to make it clear to their female employees that the district will not tolerate a "men only" approach in promotion to administrative posts from within the district — or from outside the district, for that matter. They could do more to encourage their women teachers to do graduate work in administration. They could provide intern programs in each administrative area. They could also encourage women to participate in administrative courses offered by AASA's National Academy for School Executives or the many seminars sponsored by the National School Boards Association. AASA's Project AWARE is devoted to encouraging more women to enter school administration. Information and assistance are available from Director, Project AWARE, AASA, 1801 North Moore Street, Arlington, Virginia 22209.

*For a sample board policy on equal employment opportunity for women, see Appendix D.

assure that vital functions are not shortchanged due to understaffing.

Before making that final decision to hire a new administrator, it must be determined whether the district is willing to hire necessary support staff and provide other needed resources to assure success.

Better Organization with an Organizational Chart

Organizational charts can clarify at a glance the lines of responsibility and authority in the district. The charts are usually created by the administration to reflect board policy, spelled out in the district organizational plan and then approved by the board.

When adding a new member to the administrative team, the current organizational chart should be examined and revised to reflect the addition of the new position. (See Appendix F for sample organizational charts.)

It's Time for a Timetable

Once it's determined that there's definitely a position to fill, the administration should develop target dates and deadlines for each important step in the selection process. Of course, the more time that can be allotted to this process, the better. Ninety to one hundred days isn't extravagant for most positions. If the board is to be involved in any stage of the selection process, sufficient time should be reserved on your meeting schedule.

Important Dates for a Selection Timetable

- When will the job description, application form, etc., be ready?
- When will the vacancy be announced?
- When will the position be advertised?

-
- What deadline will be set for receipt of applications?
 - By when should all transcripts, placement papers, etc., be received?
 - By when should the first screening of applications be completed?
 - When will the first round of interviews be conducted?
 - By when will the field be narrowed to two finalists?
 - By when will the final selection have to be made?
 - When will the district announce its decision?
 - When will the new person have to be on the job?

Just Who Will Do What?

The nitty-gritty details spelling out who is to perform which tasks in the selection process must be spelled out before any action is taken. What, exactly will the superintendent do? What will be the board's role and responsibility? Will administrative and other staff be involved, and if so, how? Will your district seek the assistance of community leaders or professors of educational administration? Will it seek the services of outside consultants? What will the clerical, support staff do?

As pointed out earlier, board policy often dictates who will be involved in the selection process and how. In most districts, for instance, the superintendent or his/her staff will do all the recruiting and selecting and then make a recommendation to the board. The board will then accept or reject the superintendent's recommendation. Occasionally, a board may wish to interview the recommended finalists. Whatever the board's role, it's best for board members to be kept informed along the way of progress being made in selecting the new administrative team member.

In some districts, board policy specifies that committees of school personnel will be used to determine administrative needs, screen applications and interview, select and recommend finalists to the superintendent. The superintendent, in turn, can accept or reject these recommendations when he or she makes a recommendation to the board.

In a few districts, committees of community leaders or professors of educational administration from nearby universities and colleges may be created to handle the time-consuming tasks of reviewing resumes, making telephone inquiries and interviewing and evaluating candidates.

An alternative is to consider hiring an outside consultant to undertake the search. For positions other than the superintendent, most districts tend to do their own searches. But for some positions, an outsider with particular expertise may be just what is needed.

Have You Considered Salary and Other Contract Provisions*

Before any recruiting begins, your district will need to determine the kind of contract you will be willing and able to offer this person.

Administrator and supervisor contracts must comply with board policy and/or state standards. They may be completely individualized. These contracts often specify requirements for academic certification, certification of good health, oaths of allegiance, as well as education and experience factors.

These contracts usually include the options and reasons for termination of the agreement. Other provisions may outline the procedure for amending the contract, evaluating job performance, resignation, leaves of absence, suspension, retirement, dismissal and settling grievances.

At this point in the selection process, a consensus should be reached on salary range, compensation, benefits and the duration of the contract. To avoid confusion later on, everyone involved in the selection process should be informed of any decisions that will affect the position. Of course, whatever is decided at this point may have to be reconsidered in light of the experience, skills and requirements of the person finally selected.

*Some states have a prescribed contract form spelled out in state law or regulations.

STEP 2: RECRUITING THE RIGHT CANDIDATE

The recruiting stage marks the beginning of some hard work. After the selection process has been thoroughly and systematically planned, recruiting materials — such as a description of the position, an application form, news releases, advertisements and other information — will be developed.

As each one of the following tasks is undertaken, it's important to keep in mind some ethics of recruitment and hiring. Because your district will be making inquiries, judgments and decisions that will affect people's privacy and their careers, all policies, procedures and practices should be clear. Not only should they be legal, but they also should be fair, honest, sensitive and discreet in every respect.

In practical terms, ethical recruitment and hiring means:

- Posting, advertising and or disseminating information about administrative job openings as widely as possible
- Providing a clear description of what the job requires and honest information about all aspects of the job, including promotion forecasts and salary
- Providing written guidelines for application and interview procedures and holding to them. (For example, if your district's deadline for applications is set for August 15, "some" applications should not be accepted after the deadline. It's better to have the deadline extended across the board.)
- Keeping the trust under which confidential information is exchanged and never giving broad hints to anyone — candidates included — about the contents of confidential placement papers
- Conducting final employment interviews only with candidates who are not under contract elsewhere or who have informed their current employers of their intentions. (This can be very tricky. It is permissible to receive and review applications from other districts' administrators, but not to attempt to "steal" these employees illegally. Accord-

ingly, it should be made clear in advance to *all* applicants that confidentiality only can be maintained up to the point that all applications have been screened and it's time for final interviews to be conducted. If a candidate cannot agree to this, he or she should be given the chance to withdraw.

- Maintaining a policy of giving full consideration to minority candidates and the handicapped
- Keeping your cool under pressures from any side — such as pressures to hire one person or another, pressures to make hasty decisions, pressures to reveal front runners or pressures to be less than scrupulous about confidentiality
- Assuring that you, as a board member, do not “pressure” the administration to recommend a certain candidate
- Keeping the best interests of the district and its children uppermost in mind throughout the recruiting and selection procedure.

It Takes Materials to Recruit

Your district's ability to attract the right person for the job will depend to a large degree on the effectiveness of your recruiting materials. A careless approach to recruiting may result in a small number of applications and applications from less-qualified executives.

Care must be taken to assure that:

- The job description accurately reflects what the job is all about and yet is not so specific that it rules out many eligible candidates.
- Advertisements must be readable and placed appropriately so the right candidates can see them.
- The salary that is posted should be high enough to attract the caliber of person your district requires.
- The background information that is prepared about your district should attract candidates but not be deceptive.

-
- The application form should be designed to obtain the necessary information.

The types of materials that are prepared will depend on the nature of your district's executive search.

Every Job Should Have a Description

"A job description," states the National School Boards Association in its *School Personnel Management System* manual (see Bibliography), "is a blueprint or guide for work to be accomplished. It is intended to meet the needs of both the staff member, who is to do the work and management, which must see that the work gets done."

A job description is *not* a policy statement but a document intended to implement board policy. Once the board approves or "legislates" a job into existence, it becomes the responsibility of the administration to see that a job description is prepared for it. (See pages 40 and 41 for a sample job description.)

Every job description should:

- Specify the job's title
- Indicate the kind and extent of skills, knowledge and abilities required for the job
- Make clear the job's position in the chain of supervision
- Relate the job to its ultimate client — the student — and to the objectives of the educational program
- Outline the major performance responsibilities that make up the job's content
- State the terms of employment and refer to evaluative criteria for the job
- Provide for a job review procedure.

SAMPLE JOB DESCRIPTION

The following model job description is one of many developed and distributed by the National School Boards Association. This format is widely accepted. All job descriptions must be written to meet the specific needs and requirements of the local school district.

TITLE:

Physical Education Director

QUALIFICATIONS

1. A master's degree from an accredited college or university with a major in physical education and a minor in health education.
2. At least five years experience as a teacher of physical education.
3. A valid teacher's certificate.
4. Alternatives to the above that the board may find appropriate and acceptable.

REPORTS TO:

Curriculum Director

SUPERVISES:

Physical education instructional staff

JOB GOAL:

To provide each student with an ongoing program of physical education designed to lead him or her to achieve and maintain physical fitness and a sense of pleasure and competence in the practice of physical skills.

PERFORMANCE RESPONSIBILITIES:

1. Develops and supervises an effective and comprehensive curriculum of physical education for all male and female students in the elementary and secondary schools.

2. Assists in the recruiting, interviewing, screening and recommending of qualified persons to fill openings on the physical education instructional staff.
3. Assumes responsibility for the professional supervision, evaluation and development of the physical education staff.
4. Conducts orientation and inservice education workshops.
5. Prepares and administers the department budget and assumes responsibility for requisitioning and maintaining equipment and supplies.
6. Works with the curriculum director in promoting a better understanding of the value of physical fitness and improved integration of physical education with other areas of the curriculum.
7. Conducts periodic review and evaluation of the physical education program, making such changes and recommendations for change as seem appropriate.
8. Assumes a leadership role in the acquisition, development and utilization of appropriate playing fields, playgrounds and similar facilities.
9. Establishes and adheres to a regular schedule of inspection of all physical education facilities and installations to maintain and improve their safety.
10. Devises tailor-made physical education activities for individual students or groups of students with special needs, as requested.
11. Serves as a consultant to the recreation director and the athletics director, as requested.
12. Interprets the physical education program to the administration, the staff and the public.

TERMS OF EMPLOYMENT:

Ten-, eleven- or twelve-month year. Salary and work year to be established by the board.

EVALUATION:

Performance of this job will be evaluated annually in accordance with provisions of the board's policy on evaluation of administrative personnel.

There Shouldn't Be Applicants Without Applications

A well-constructed application form can provide invaluable information about prospective candidates. A properly conceived application places in one spot information about a person's training and experience, involvement in professional organizations, certification and other basics. Insights into a candidate's personality and motives can be gleaned from an application form that asks a candidate to write a few paragraphs expressing why he or she is interested in the position. "There is more gold in an application than most people realize," says Dr. Paul Salmon, executive director of the American Association of School Administrators.

It is essential that applicants be requested to fill out an application even if they submit a resume. The reason: Everyone sounds good on a resume, and resumes are all written in different styles and formats. It'll take far too much time to ferret out the basic information needed about each candidate, and some needed information might not be in the resume at all. (See pages 44 and 45 for a sample information form.)

Putting Out the "Vacancy" Sign

Any advertising or posting of the job should be in compliance with board policy, federal and state law and any clauses about job posting in your negotiated agreements.

If the job is advertised in publications outside the school district, the ads should include:

- All pertinent information about the job and the school district
- The requirements and qualifications for the job
- Salary range, employee benefits and starting data
- Details about application and selection procedures

THINGS YOU CANNOT DO OR ASK BEFORE YOU HIRE SOMEONE

During any pre-employment inquiry (which includes application forms and interviews), some questions shouldn't be asked. The questions themselves may not be discriminatory, but may have the potential for discrimination under the right (or the wrong) circumstances.

Questions related directly to race, color, sex, religion, age or national origin are taboo — *unless* they are what the Equal Employment Opportunity Commission (EEOC) calls "bona fide occupational qualifications." Questions about a criminal record could be "bona fide," for example, if your district is hiring for a position that would require a security clearance. Asking the wrong questions will be considered evidence of discrimination should your district be investigated by the EEOC.

One of the most important aspects of equal opportunity employment is the concept of "disparate effect": Any devices used or any questions asked that have the effect of screening out more minorities than non-minorities, even if it is applied equally to everyone, will be looked upon as discriminatory by the EEOC unless it is *job-related* and you can prove it to be such. (Griggs v. Duke Power Company, 1971).

Guidelines for what your district can and cannot do or ask during any pre-employment inquiry are provided in Appendix H. If you ask any questions or do anything that is listed in the "Cannot Do or Ask" column, be sure you can answer "yes" to the following questions:

- Is it job-related?
- Does it avoid screening out a disproportionate number of minority applicants?
- Is it necessary to make an employment decision?

Sample Application Form

CENTRAL CITY SCHOOL DISTRICT

Post Office Box 8310

Central City, Iowa 55555

Information Form for the Position of Business Manager

1. Fill out information form as completely as possible and forward to Superintendent, Central City School District, Post Office Box 8310, Central City, Iowa 55555.
2. In addition to your cover letter, you are invited to add or attach any additional helpful information.
3. Request that your college placement office forward your credentials immediately.
4. Applicants are asked not to contact the Board of Education or the consultants except as they may be requested to do so.
5. Please fill in all blanks.

Personal Information

LAST NAME	FIRST	MIDDLE
Business Address _____ Telephone _____		
Town _____	State _____	Zip _____
Home Address _____ Telephone _____		
Town _____	State _____	Zip _____
Any serious illness during the past five years _____		
A complete physical examination, at the expense of the Board, will be required of the two final candidates for this position.		
Present Position _____ Current Salary _____		
Type of Organization or School District _____		

Enrollment _____ Number of Persons Responsible to You _____

Your Annual Budget _____

Type of Certificates Held _____

Valid for Administrative posts in Iowa: _____

Professional Preparation

Institution and Location _____ Major Minor _____

Degree _____ Graduation Date _____

Undergraduate _____

Graduate _____

Employment History

List all experience in chronological order. Please include both school and non-school experience.

Institution & Location	Position	From	To	Years	Size	Unit
------------------------	----------	------	----	-------	------	------

On a separate sheet, please review briefly your key professional accomplishments in the order of importance with which you regard them.

References

Please list the names of four persons who know of your professional work and qualifications. (Please do not refer to your Placement Papers. Please fill in all blanks.)

Name	Position	Present Address	Telephone Res & Off	Relationship
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-AN EQUAL OPPORTUNITY EMPLOYER-

I have requested that my confidential file be forwarded from:

Name of Institution

STEP 3: SELECTING THE NEW TEAM MEMBER

The seriousness of this stage in the selection process cannot be overemphasized. How thorough your district is in handling this step will affect how effectively and efficiently your school system runs.

The price of making a wrong selection is costly:

- If the person doesn't work out, you will have the expense of hiring and orienting a second new employee.
- An administrator usually makes changes in personnel, systems and procedures. If he or she doesn't handle key decisions wisely, those decisions can have a disruptive effect on district operations and programs and a demoralizing effect on other staff members. Such changes are also likely to be extremely costly in dollars.
- Having an incompetent administrator or one not suited for the job will lower morale and job satisfaction at various levels and result in poor employee and labor relations.
- An unqualified or disinterested administrator will not do good work and thus, the overall quality of work and productivity of the administrative team will fall.

Too often in the past, the selection of administrative staff members has been neither systematic nor rational. To avoid making a subjective selection or one based on intuition, your district will need to do more than interview candidates. (Research suggests that it is not possible to judge personality and character traits solely by means of an interview.) Applications will need to be screened effectively, possibly by using a screening committee. All credentials — such as letters of recommendation, administrative or supervisory experience and academic training — must be examined. Some kind of administrative testing of finalists may be in order. And this process must be undertaken with some kind of evaluation or rating criteria in mind.

The Processing of Applicants

All applications must be kept absolutely confidential. A file should be made for each applicant and should contain application forms, any other application materials, letters of recommendation, placement papers, notes on telephone reference checks — everything. These files should be kept under lock and key. NO ONE should have access except those staff members specifically authorized to work with them.

Everyone should also understand that absolutely no information — neither explicitly nor through broad hints or innuendo — must be leaked to anyone about who has or hasn't applied for the job or who's "ahead." This type of security is *vital* — not only to protect the interests and credibility of the district, but also to protect the applicant, who may be forced to withdraw his or her application if news of the candidacy leaks out prematurely. (Check state law. Massachusetts, for example, requires that names of applicants be made public.)

As the applications arrive, the appropriate staff will review each one and check qualifications. For those applicants that meet qualifications, letters acknowledging the receipt of their applications and materials should be sent as soon as possible. These letters should be brief and should let candidates know the next step in the selection process. Clearly unqualified candidates should receive letters giving the reason for disqualification.

After the application deadline passes, a list of candidates eligible for consideration should be prepared and given to the person or committee that will conduct the screening of the applications.

The Screening of Applications

Some school districts use committees composed of district staff to screen and select administrative applicants. Williard S. Elsbree and E. Edmund Reutter, both professors

at Teachers College, Columbia University, explain why:

Ultimate responsibility for the selection of candidates for professional positions must rest with the chief administrator, but there are many advantages to be gained from the participation of other members of the staff in the selection process. The first-hand knowledge possessed by co-workers and immediate superiors concerning the job requirements and personal characteristics needed for success will substantially improve the possibility of selecting the best personnel for positions in the school system.

Some districts have a general policy for selection of screening committee members. Others have a policy that specifically designates members of the screening committee for each administrative post.

A general policy might specify the following persons:

- The immediate supervisor of the position to be filled
- The director of personnel services
- The division or department head or the associate superintendent under which the new position falls
- Additional personnel to assure consistency with EEOC guidelines

The policy of the Fort Wayne, Indiana, Community Schools specifies separate screening committees for three categories of administrators:

- **For guidance coordinators and counselors, assistants to the principal and athletic directors:**

Director of student services (committee chairperson)

Senior high school principal

Junior high school principal

Assistant to the principal

Guidance coordinator

Athletic director

Guidance counselor, senior high

Guidance counselor, junior high

- **For secondary administration:**

Director of personnel (committee chairperson)

Assistant Superintendent

Director of Secondary Education

-
- Director of junior high schools
 - 1 - Senior high school principal
 - 2 - Junior high school principals

- **For elementary administration:**

- Assistant director of personnel (committee chairperson)
- Assistant superintendent
- Director of elementary education
- 2 - Regional directors of elementary education
- 2 - Elementary school principals

There are several steps in the screening process. First, the best 10 to 12 applications* are selected. Then, in-depth investigations and background checks are made on each candidate and the field is narrowed to six to eight candidates to be interviewed in person. Then, letters of notification should go to the candidates not selected.

The screening should be done on the basis of well-defined standards that relate to the job — with no preconceived notion about what kind of person “should” be selected. These standards were, or should have been, worked out when the job description was written.

Before Interviewing

Interviewing should be one of the more enjoyable evaluation procedures in the selection process. But some things should be done in preparation before anyone sits down with a candidate.

First, the six to eight candidates selected during the screening process should be contacted to verify their interest in the job. If the candidates will be interviewed “by committee,” *all* members of the committee should attend *all* interviews. If some members interview some candidates but not others, there won’t be a valid basis for comparison later on. If, for some reason, the board will be interviewing candidates, all board members should be present, if possible.

*If applications are being screened “in committee,” every member of the committee should read every application — no splitting up files.

Also, provisions should be made to allow plenty of time for conducting the interviews in a calm, unhurried atmosphere. It's only considerate for the interviewers to give the candidates their undivided attention for as long as it takes to give both parties a fair chance of getting to know one another. Interviews should not be scheduled too closely together — ideally, no more than two or three a day. In most cases, the district should offer to pay for the candidate's travel, lodging and meal expenses when traveling some distance is required. (Be sure state law permits you to cover these expenses.)

Next, a list of important interview questions should be compiled. These questions should not duplicate the information the district already has from the applications. They should be follow-up questions that broaden what is already known. Remember that there are certain questions that cannot be asked of any candidate — questions about religious convictions, babysitting arrangements for children, age, national background and similar non-job-related matters.

Then, just before interview with each candidate, committee members should read through the background material and other information assembled in their folders and review the questions that will be asked.

The Interview

Dr. James Van Zwoll, writing in *School Personnel Administration*, shed light on how one should approach an interview:

The interview is not a check on the validity of the information secured; it is rather an opportunity to fill in some of the blank spots and to round out the picture of the applicant, to fill him in on some aspects of the school district while noting his reactions to the information provided and to give him an opportunity to ask questions about which he will have to be satisfied before he can accept employment.

AASA Executive Director Dr. Paul Salmon also sees the interview as an opportunity to gain some key information about a candidate that might not be obtained otherwise, such as information about a candidate's appearance, logical thinking, likes and dislikes, common courtesy, manners and assertiveness. (See pages 52 and 53 for sample interview questions.)

When conducting the interview, the first step is to establish rapport. The candidate is naturally tense, so a little relaxed conversation at the beginning will help to put him or her at ease.

When asking questions, injecting a bit of humor can help if this comes naturally. Candidates should be encouraged to ask questions, and interviewers should listen carefully to the questions that are asked. By listening to the candidate's questions, the committee will get indications of the candidate's concerns and interests.

In closing the interview, committee members should explain the next step in the selection process and when candidates will be contacted.

About Interviewing Candidates and Rating Them By Committee

The interviewing committee can be the same or different from the screening committee. Dr. Salmon suggests that school districts seriously consider conducting a group interview in which the interviewers use a rating sheet to give candidates a score of one to five on key factors. Then, he recommends, "throw out the top rating and the bottom rating for each candidate to avoid any possible bias and average the remaining three." That procedure eliminates the possibility of a person's being judged unfairly — simply because he or she "doesn't know the right people." The key factors on a rating sheet should include the criteria that were part of the job description.

The "Committee Rating Form" on pages 56 and 57 is used by the Covina Valley Public Schools in California. With

SAMPLE INTERVIEW QUESTIONS

Listed below are some suggested areas of questioning for an interview. If interviewing "by committee," each committee member might be assigned a particular group of questions to assure that all questions are covered. However, a rigid, wooden interview format should be avoided. Questions should follow each other naturally, and interviewers should pursue any topic that brings out revealing responses from the candidate. However, if each committee member has a line of questions, there will be less risk that certain aspects of the candidate's skills, knowledge or attitudes will be overlooked.

1. Philosophy of School Administration and Organization

- What do you consider to be the most important duties of your job?
- What do you consider the primary responsibilities of your position in providing leadership for the district?
- To what extent do you think your duties can be delegated?
- How would you react if your superior opposed something that you believe to be in the best interests of the district?

2. Community Relationships

- How do you see the role of your position in developing community support for the schools?
- Explain how you would contribute to keeping the public informed.

3. Improvement of the Educational Program

(as appropriate to position)

- What do you consider to be your responsibility in evaluating and improving the educational program?
- What do you consider some of the major problems and obstacles in establishing a quality educational program?
- How would you go about overcoming these problems and obstacles?

4. Professional Growth

- To what extent do you believe concern for staff welfare is important to a good school system?
- Would you encourage your subordinates to seek in-service training? How?
- Would you take steps yourself to stay abreast of developments in your own field? How would you schedule your time to do so?

5. Relationships With Youth, Subordinates and Minority Groups

- How would you improve the school district's — and your department's — attitudes toward and relations with young people, people in subordinate positions, women and minority groups?

6. Professional Contributions

- What do you think has been your most outstanding contribution to your present school district?
- What, specifically, would you still hope to accomplish there?

7. Miscellaneous

- What do you think of some of the major trends in education today?
- When would you be able to begin work, if you should be chosen for this position?
- Why are you interested in this position?

this form, those screening candidates can rate each on the training and experience factors in Section I by referring to application materials — the letter of application, the applicant form and resume and other confidential papers. Then, interviewers can rate candidates on the factors presented in Sections II and III. The average of the ratings will then rank the candidates.

For the selection process to be successful, Dr. Salmon emphasizes, those who screen and interview should receive inservice training on how to use the rating form and how to analyze a candidate's response.

About Testing Applicants

Testing is a sensitive business. But for certain positions, some tests or job simulations might provide a better idea of the candidate's thinking and abilities.

For example, an applicant might be asked to take a field test in which he or she evaluates and assesses a program or practice in the school district. A conference test in which applicants hold a conference with their own staff or with their potential staff to discuss a program or procedure can be useful. There are also supervision tests requiring an applicant for a position, say that of principal or assistant principal, to view and rate a previously analyzed video tape of a teacher.

Now for the Finalists

After interviews with the six or eight best candidates, the field of finalists should be narrowed down to two — no more, no less. More finalists will only confuse the picture and may prompt a top candidate to withdraw if he or she thinks the field is still crowded after in-depth interviewing. Deciding on fewer than two finalists — in other words, taking the plunge

and considering only one from here on — closes off some valuable options for the district. It prematurely excludes other promising candidates before knowing for certain whether the “chosen one” is right for the job. For these reasons, the “top two” should be selected. Another round of careful checking and interviewing can be undertaken as necessary.

At this stage, it often becomes impossible — and indeed impractical — to maintain total silence on who the two finalists are. If your district asks the two finalists to interview a second time, the candidates’ home districts probably will know. Moreover, at this stage, additional checking with the finalists’ current employers and peers to find out what co-workers think of them may be needed before making a final choice.

The Final Choice

In making a final choice, the district might want to repeat any of the procedures in the selection process undertaken thus far. Or the district might want to try something that hasn’t been done, like visiting the candidates’ home districts.

Once a decision is made, however, public announcements should be delayed until it is certain that the number one choice will accept the job. Without a firm commitment to signing a contract, the chosen person can back out at the last minute. Then, even if the other finalist can be persuaded to take the job, he or she could feel uncomfortable as second choice, and you could be off to a bad start. So before the district offers the job to the best candidate, both finalists should be called one last time to verify their interest in the job and that they would accept it *if* offered.

Then, the job should be offered to the best candidate.

"COMMITTEE RATING FORM"

APPLICANT _____

DATE _____

EXAMINATION FOR _____

If you assign any one "fail" rating, it means you would not hire the candidate. If a majority of raters "fail" the candidate, he or she will be rejected from further consideration.

RATING SCALE

91-100 Endorsed with enthusiasm

81-90 Endorsed with confidence

70-80 Endorsed

65 Insufficient qualifications for endorsement

60 Definitely not endorsed

FAIL PASS

SECTION I — TRAINING AND EXPERIENCE FACTORS

	Weight	Rating
A. Organization And Management Skills. Displays skill in organizing and performing duties assigned. Has ability to identify problems, assign and work within valid priorities. Able to delegate responsibility. Shows administrative initiative.	1	_____
B. Academic Preparation. Shows evidence of breadth and depth of scholarship, self-motivated and continuous professional growth in keeping abreast of current trends, methods and publications appropriate for this position.	1	_____
C. Professional Experience And Growth. Extent to which candidate takes advantage of opportunities for professional growth; quality and appropriateness of experience for this position.	1	_____

SECTION II — PERSONAL AND PROFESSIONAL QUALIFICATIONS

- | | | |
|---|---|-------|
| A. Appearance And Manner. Appropriate choice of clothing and good grooming. Show friendliness, courtesy, poise, confidence, tact and enthusiasm. | 1 | _____ |
| B. Voice, Speech And Ability To Present Ideas. Voice quality pleasing and speech clear and distinct. Conducts meetings and speaks well before an audience. Adequate and appropriate vocabulary. Is logical and to the point. Able to exchange ideas with people of varied backgrounds. | 1 | _____ |
| C. Mental Alertness, Creative Ability And Originality. Alert and responsive. Grasps essential points quickly. Understands new ideas. Has own ideas and is prepared to substantiate them. | 1 | _____ |
| D. Ability To Get Along With Others. Displays the necessary leadership characteristics for the position. Holds an opinion or point of view with assurance and a spirit of cooperation without giving offense. Gains the cooperation of others. Reacts well under tension. | 1 | _____ |
| E. Emotional Balance And Maturity Of Judgment. Displays good judgment, emotional maturity and a sense of humor. Approaches questions with an open mind. Distinguishes between the important and unimportant. Capable of making a decision and coping with emergencies. | 1 | _____ |
| F. Professional Attitude And Ethical Standards. Shows professional integrity. Has an acceptable code of professional ethics. Handles confidential material appropriately. | 1 | _____ |

SECTION III — OVERALL FITNESS

- | | | |
|--|---|-------|
| A. Overall Fitness For The Position. This rating is not necessarily the average of the items listed above. It is an overall summary as to the training, experience, personal and professional fitness of the candidate for this position and your prediction of his or her success in it. | 3 | _____ |
|--|---|-------|

STEP 4: EMPLOYING THE NEW EXECUTIVE

Congratulations to your district and your new administrative team member. The selection process is basically over; the job is almost done — *almost*, because there are still some things your district should do to make the hiring official. And, as you probably know, the job of hiring doesn't end with the signing of an employment contract.

Endorsement and Approval by the Board*

Who does the actual hiring will depend, in large measure, on the type of position and on the recruitment and hiring policies of the board. In most districts, the superintendent will have the authority to select the person for the job and make a recommendation that the board endorse this person's employment by the district. The board, however, will generally make the ultimate decision.**

Most experts agree that unless a board finds something drastically wrong with the superintendent's recommendation, it should be accepted. For the administrative team to work smoothly under the superintendent's leadership, the superintendent must have full authority. Unless the board gives the superintendent the authority to staff the administrative team, the board cannot hold its superintendent accountable for the results — the effectiveness of the team and the efficiency of school administration.

Get That Signature

Exactly when the employment contract is signed does not matter — as long as it's signed *before* your district makes a public announcement. It can be signed immediately after

*Check state law to assure that roles of superintendent and board are within the bounds of existing statutes.

**Check state law to assure compliance with statutes.

the candidate accepts the job, after which the board will officially approve the contract. Or, it can be signed after the board endorses or approves the appointment.

Going Public

After the board meeting at which the superintendent's recommendation is accepted, the board has voted and after the employment contract has been signed, the superintendent should formally announce the appointment of the new person. This announcement should be made first to the district's staff. Immediately thereafter, arrangements should be made for the person's home or former district to be notified. As a matter of courtesy, those in the home district shouldn't find out about the appointment second-hand.

News of the appointment should simultaneously be shared with your community. A news release prepared in advance of the formal announcement will help in this effort. Included in this release should be comments about the new administrator's qualifications and responsibilities, as well as initial welcoming statements from the board president, the superintendent or other appropriate people.

Following these announcements, the top six or eight candidates — the ones the district asked to come in for an interview — should be called to advise them of the decision. The board and superintendent may wish to develop a policy offering guidance in the announcement of new additions to the administrative staff.

Closing Shop

In the relief and euphoria of making a final choice, forgetting about those little loose ends around the office is easy. Don't.

Because of EEOC concerns, employers should maintain applicants' employment records for up to two years. Main-

taining the records (including screening committee records) is a good precaution in case the selection is challenged in the courts. Then the district may either destroy these files or return applications and other materials (such as professional papers). The district will also need to return confidential placement papers or have them destroyed. These papers must never be sent to the applicants themselves.

Keeping applications of the other candidates may be useful for future positions. If your school district does maintain such files, keep them under lock and key.

It Doesn't End Here

Everyone benefits by making sure the new person feels part of the team and by giving the new team member the support that nourishes enthusiasm and creativity. Without it, no school district can be truly excellent. Board policy and administrative procedures should ensure that new administrators get a thorough orientation to their new jobs and the district. They should also be provided appropriate professional development opportunities. In fact, administrative staff development is a major concern of school districts and administrators. A district and its leaders must keep up with changes in technology, laws, regulations and methods of operation through regular participation in workshops, seminars, conventions and other meetings. Development is so important to some administrators that they will not accept (and often do not stay on) a job that does not provide for continued development.

One Last Step: Evaluation

The final step should be the evaluation of the selection process. The board and the administration should periodically review the effectiveness of the selection process.

APPENDIX A

SAMPLE BOARD POLICY

PROFESSIONAL STAFF HIRING POLICY

FLINT COMMUNITY SCHOOLS, FLINT, MICHIGAN

The Board of Education has the legal responsibility of approving the employment of all employees. While this responsibility cannot be waived, the Board assigns to the superintendent the process of recruiting staff members. In carrying out this responsibility, the superintendent will involve various administrative and teaching staff members as needed. All personnel must be recommended by the superintendent and approved by the Board prior to employment.

PROCEDURES FOR APPLYING, SCREENING AND APPOINTING CANDIDATES FOR CERTAIN NON-TEACHING POSITIONS

Specification of Positions

This procedure applies to the following nonteaching positions with the Flint Community Schools:

- Directors
- Coordinators
- Principals
- Assistant principals
- Consultants
- Community school director IIIs
- Administrative assistants

Announcement of Vacancies

1. Announcements of specific vacancies are officially posted in the personnel office, Room 115, Administration Building, 923 East Kearsley Street.
2. Such announcements may be sent to college and university placement offices as well as other sources, in addition to the official posting, dependent upon availability of qualified candidates.
3. Announcements are posted for a minimum of five working days and include the specific positions by titles, job

descriptions, qualifications, salary ranges and final dates for filing applications.

4. The *News About Us* lists currently posted announcements as a service to staff and is to be posted on every school bulletin board.
5. Prospective candidates should address all inquiries to the personnel office.
6. Copies of announcements, including all pertinent information and application forms, are obtainable at the personnel office.

Application

1. Any staff member who meets the qualifications and is interested in being considered as an applicant, may apply by filing with the personnel office a written request for consideration for one or more of the announced vacancies, along with a completed application form, which may be obtained at the personnel office and, if requested by the personnel office, a copy of college transcripts and credentials.
2. All applications must be made on or before the deadline date for receiving applications, as specified in the posted announcement.
3. Upon receipt of all applications for a specific, announced vacancy, the office of staff personnel and labor relations reviews all applications by checking qualifications and compiles a list of all candidates eligible for consideration.

Screening and Recommendation for Appointment

1. A screening committee is established for each announced vacancy to review the applications of all candidates eligible for consideration.
2. The screening committee is made up of the following persons:
 - a. The immediate supervisor of the position to be filled;
 - b. The executive director of personnel services or a designee;
 - c. The appropriate division or department head or a designee; (for example, where an elementary position

is concerned, the executive director of elementary community education or a designee; or if the position is in the instructional services department, the director of curriculum services or a designee)

- d. Additional personnel to assure consistency with EEOC guidelines.
3. The appropriate division or department head serves as chairperson of the screening committee, and schedules and conducts all meetings.
4. The executive director of personnel services or his designee serves as secretary of the screening committee and maintains all records of the committee meetings.
5. The screening committee reviews the applications, credentials and other related data. The basis for the interview will include but not be limited to the following data:
 - a. professional preparation;
 - b. relevant experience;
 - c. special abilities or competencies;
 - d. personal and interpersonal skills;
 - e. character;
 - f. health; and
 - g. requirements for the position.
6. The screening committee, after review and consideration of all eligible candidates, recommends three choices to the division head. The division head will forward his recommendation to the superintendent of community education.

Appointment

If the superintendent of community education accepts the choice of the screening committee, he will recommend to the Flint Board of Education, at an official meeting, candidates for positions covered by these procedures. The Flint Board of Education makes the official appointments.

(Issued 6-17-75)

**PROCEDURE FOR ADMINISTRATIVE
APPOINTMENTS TRANSMITTED THROUGH THE
SUPERINTENDENT'S OFFICE, GRADES 1-10,
ADMINISTRATIVE SALARY SCHEDULE**

1. For appointments to administrative positions, designated as Grades 1-10 on the administrative salary schedule, the personnel office will forward the screening committee's top three choices, unranked, to the superintendent of community education. Biographies and other support material must be attached. The appropriate department or division head is responsible for selecting among the three candidates, indicating his or her choice on an accompanying memorandum.
2. If the recommendation of the division head is accepted by the superintendent of community education, he will initial the memorandum and send copies to (a) the division head; (b) the executive director of personnel services; (c) the director of management information systems; (d) the staff director of affirmative action; and (e) the executive secretary to the Board of Education, who is responsible for preparation of sufficient copies of the biographical information for inclusion in the superintendent's memorandum to members of the Board of Education, to be sent to Board members prior to the public discussion meeting which precedes the regular meeting where action will be taken.
3. The division head is responsible for requesting that the selected administrative candidate attend the regular meeting of the Board of Education, to be introduced to the Board by the superintendent. The division head will notify the Board secretary whether or not the candidate is able to attend and will provide any additional biographical information.

(Issued 2 4 75, Revised 11 19 75)

PROFESSIONAL STAFF RECRUITING/HIRING POLICY, BOULDER VALLEY PUBLIC SCHOOLS, BOULDER, COLORADO

Phase I: Declaration and Posting of Vacancies

All vacant positions and new positions will be posted and advertised for a period of 21 calendar days. A firm effort will be made to actively seek well-qualified women and minorities for consideration for administrative vacancies. Applications for administrative positions will be accepted from within and without the district.

Job descriptions will be available on all positions.

Phase II: Initial Screening

Upon receipt of transcripts references and resumes or applications, applicants will be screened according to basic qualifications as determined by the job description. This screening will consider essentially experience, certification, North Central Association and reference qualifications. It involves the personnel director, appropriate level director, the building principal in the case of assistant principal openings and occasionally the assistant superintendent and or the superintendent of schools.

Phase III: Information to Board of Education

The Board of Education will be informed of the final candidates to appear before the screening committee. Questions and or concerns of individual members of the Board should be expressed to the superintendent prior to the final recommendation.

Phase IV: Screening Committee for Building Level Administrators

A committee composed of two teacher representatives from the building affected, two parents, two students in the case of senior high school openings, the level director, appropriate building principal(s), an administrator in a comparable position within the district, usually a subject or curriculum specialist and the director of personnel will interview the candidates selected from the initial screening. The function of this committee is to recommend to the superintendent three or more candidates acceptable to the committee representing the school where the vacancy exists.

Committee Selection: The building faculty will select its representatives; except that during the summer the Boulder Valley Education Association building representative and one other teacher will be appointed by the principal, in consultation with the level director. The parents are nominated by the Citizens' Advisory Council or other parent group. The students normally include the head girl and head boy. Other selections are made by the level director and the director of personnel.

Screening for Central Office Administrators: The superintendent plays the key role in screening and interviewing candidates. Assistance from the assistant superintendent, director of personnel and other directors is secured as appropriate.

Phase V: Superintendent's Recommendation

The superintendent of schools will personally interview those candidates recommended by the screening committee. The recommendations of the level director, building principal or other persons in a supervisory capacity are weighted heavily. The assistant superintendent will normally be involved in making the final decision.

The Board of Education shall be advised of the candidates proposed by the screening committee prior to the superintendent's final recommendation. Recommendation by the superintendent shall be made as early as possible but no later than three days prior to the official Board meeting at which Board approval is sought. No announcements will be made to the news media prior to final approval by the Board of Education.

At any point throughout the screening, depending on available candidates and their acceptability, additional applicants may be obtained, and the process may begin again.

DATE: 2 10 77

DISTRICT SIZE: K-12; 23,150 students

APPENDIX B

Sample Board Policy on Equal Employment Opportunity

A district can have a policy on equal opportunity employment that is a simple statement, such as:

This school district grants equal employment opportunities to all qualified persons regardless of race, creed, color, sex, age, national origin, marital status, or physical or mental handicap.

It is the intent and desire of this board that equal opportunities be provided in recruitment, selection, salaries, promotion, benefits, privileges, and all other terms and conditions of employment.

Or, a district can adopt a more lengthy policy, such as that of the Fort Wayne, Indiana, Community Schools presented here.

A statement reflecting the content of the board policy on equal opportunity employment should be widely publicized, and should become a standard part of all employment applications, staff handbooks and orientation materials.

In most districts, the Director or Assistant Superintendent of Personnel Services is responsible for implementing and administering this policy and the affirmative action program.

EQUAL OPPORTUNITY EMPLOYMENT POLICY, FORT WAYNE COMMUNITY SCHOOLS, FORT WAYNE, INDIANA

The Fort Wayne Community Schools support the principle that all persons are entitled to equal employment opportunity without regard to race, religion, color, national origin, sex, or age. The voluntary issuance of this statement reaffirms the Fort Wayne Community Schools' commitment to non-discrimination in personnel practices. The Fort Wayne Community Schools continues its efforts to promote equal

employment opportunities throughout the organization in the following ways:

1. We will recruit, hire, provide training opportunities, and promote to job classifications without regard to race, religion, color, national origin, sex or age.
2. We will base decisions on employment upon the principle of equal employment opportunity and a non-discriminatory assessment of an individual's qualifications for positions to be filled.
3. We will make promotional decisions in accord with the principles of equal employment and involve only valid requirements in the assessment of the individual's qualifications for promotional opportunities.
4. We will see that personnel policies, practices and procedures involving such factors as compensation, benefits, transfers, lay-offs, school-sponsored training and education assistance programs, as well as social and recreational programs, are administered in accordance with the principles of equal employment opportunity.
5. We will make periodic reviews of personnel employment, assignment and promotion. The reviews will be conducted by the Personnel Department on a monthly basis to insure equal opportunity.

The successful achievement of a real and workable affirmative action program requires cooperation from all school system employees. To this end, the Superintendent again charges all administrators and the entire staff with this responsibility.

APPENDIX C

Sample Policy on Affirmative Action

The term "affirmative action" commonly refers to a systematic plan aimed at eliminating discrimination in employment through identifying institutional practices that tend to maintain and perpetuate it.

I. POLICY STATEMENT

The school district supports the goal of equal employment opportunity. This commitment requires positive actions in order to identify and eliminate inequities in employment that may exist. A comprehensive affirmative action plan has been developed to ensure equality of employment opportunity, as well as the school district's compliance with the letter and the spirit of the law. Therefore, this district will make appropriate effort to recruit, hire, train and promote in such a way that it will give qualified individuals from minority groups the specific opportunity to gain greater representation at all levels of employment. Minority groups include individuals identified by legislative mandates prohibiting discrimination on the basis of race, color, religion, national origin, sex, age or handicap.

II. MODIFICATION OF CURRENT PRACTICES: RECRUITMENT AND SELECTION OF PERSONNEL

Recognizing the importance of effective recruitment and hiring practices in the implementation of the district's employment affirmative action plan, the following procedures will be followed:

- I. All job announcements will specify the nature of the position, the application procedure — including the appropriate deadline for submitting an application and the statement that the district is an Equal Opportunity Employer.

-
2. Efforts will be made to increase recruitment of well-qualified racial and ethnic minorities, women and handicapped through the use of nontraditional sources.
 3. Application forms will collect only information directly relevant to job performance.
 4. Information requested during interviews will be related to job performance. Information collected should be consistent for all applicants.
 5. The personnel office will maintain records of recruitment efforts and applicants for all positions for at least two years.
 6. The district will provide all employees who have responsibilities for recruitment, selection or hiring procedures with the necessary training to ensure their understanding of Equal Employment Opportunity requirements.
 7. All other board-approved policies and procedures will be followed in the selection and recruitment of personnel.

III. GOALS AND TIMETABLES*

A "numerical goal" is a statement of intent — a criterion for determining progress, rather than an absolute requirement. A "timetable" is a time schedule for making good-faith efforts to achieve self-imposed goals. Goals are not "quotas." A quota implies a fixed numerical requirement, whereas a goal represents a commitment to increase the participation of certain groups. Establishing goals and timetables reflects no intent to hire unqualified or less qualified persons to fill positions.

Only those guidelines that are consistent with the rules and regulations of federal, state and local agencies (including the Board of Education) governing the employment and transfer of personnel, as well as sound principles of personnel management, will be used to implement this plan.

*The Supreme Court decision in the Bakke case (1978) has implications for the establishment of "goals" and "quotas" that you will want to review with your school attorney before adopting any affirmative action plan.

Goals:

1. The immediate goal of the district will be to recruit and hire, based strictly on principles of merit, minorities and women for job categories in which they are under-represented.
2. An additional step in establishing an integrated work force will be to offer equal opportunity to qualified males seeking traditionally female-held positions.
3. A good-faith effort will be made to fill administrative and supervisory openings with well-qualified minorities and women.
4. Within six months of the approval of this plan, specific goals, based on the percentage of persons with legitimate qualifications in the available employment pool, will be established for each position category in the district's work force.
5. Establishment of these specific goals will require the broad-based participation and endorsement of all individuals responsible for recruiting, selecting and promoting employees.

APPENDIX D

Sample Policy on Employment of Women in Education National Association of Women Deans and Counselors, Washington, D.C.

Whereas, there is a need for women to be employed in institutions of public education at least in proportion to the women enrolled and in proportion to those with appropriate experience and degrees; and for more women to be employed in administrative and counseling positions at all levels of education at least in proportion to those with appropriate experience and degrees; and

Whereas, students need women instructors to interpret and infuse authentic information in course content on the "female experience" and to portray role models for women students; and

Whereas, insufficient effort in recruiting women is being made in educational institutions to correct this imbalance of employment of faculties and administrative and counseling staffs; and

Whereas, equality should prevail in matters of salary, promotion and tenure, and due process and standard ethical practices in hiring and realignment of duties should be strictly exercised; and

Whereas, nepotism rules may prevent the employment of women in education; therefore

Resolved, that the members of NAWDC work actively in their institutions to promote the hiring of women faculty, administrators, and counselors, and that they seek a commitment from chief administrative officers and hiring officers that women applicants will be sought and that equal employment opportunity will prevail.

APPENDIX E

Professional Staff Orientation Policy

Boulder Valley Public Schools

Boulder, Colorado

Orientation shall be considered an important part of a new teacher's first year in the system. The orientation program shall be designed to assist new teachers in becoming acquainted with — and adjusted to — the community, the school district, and the individual school; it shall include adequate briefings regarding policies of the Board, regulations of the administration, and the district's instructional program.

Each teacher new to the district shall attend the pre-school session for new teachers. In addition, workshops will be conducted for his grade level and teaching area, as well as instruction in first aid in accordance with district policy and regulations.

After the first year, if the inservice education requirements for the teacher's first year have been met, he may participate in conferences and workshops as his interests or changes of assignment dictate.

A refresher course in first aid shall be completed every third year for those teachers designated as first aid specialists in their schools.

Adopted prior to 1969

Revised: date of manual adoption

ORIENTATION FOR ADMINISTRATORS

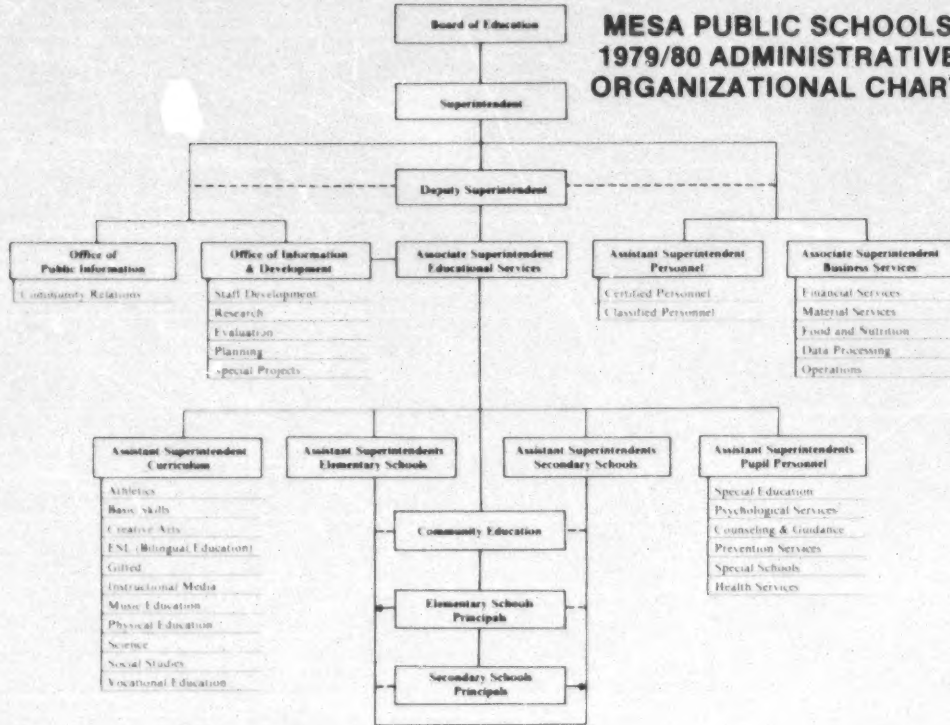
New administrative team members shall receive comprehensive inservice training and orientation to acquaint them with all district divisions. There shall be a general orientation by the central staff for new team members, followed by individual orientation on matters specific to job assignments. This orientation shall take place during the first month of the administrator's first assignment, and shall be followed by other sessions as needed.

Regular inservice programs for administrators shall be conducted at least twice each year on topics pertinent to, and planned in cooperation with, the administrators involved.

DATE: 1978

DISTRICT SIZE: K-12, 23,150

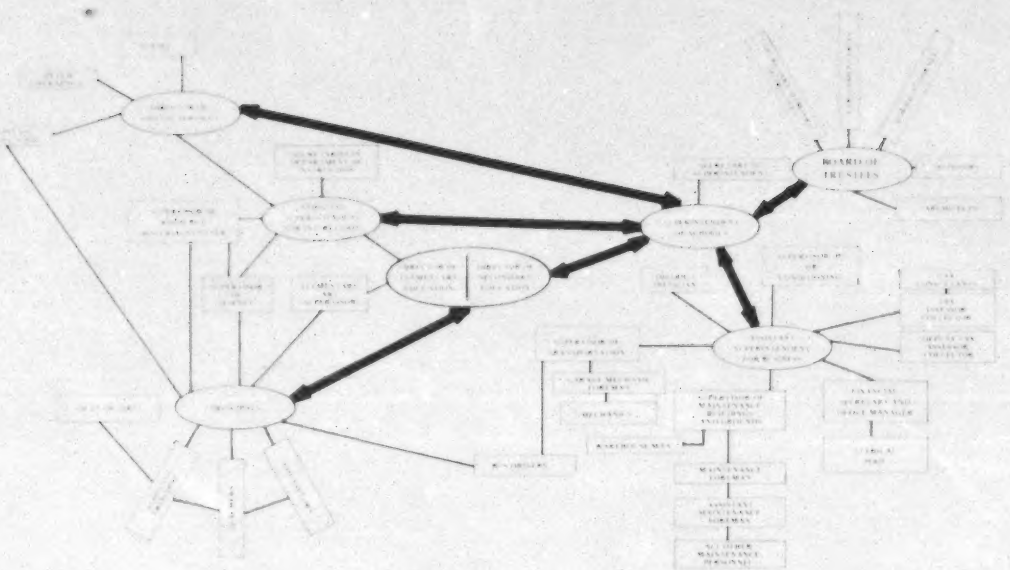
MESA PUBLIC SCHOOLS 1979/80 ADMINISTRATIVE ORGANIZATIONAL CHART



APPENDIX F **Sample Organization Chart**

APPENDIX F

Sample Organizational Chart



NONTRADITIONAL ORGANIZATION CHART

This chart shows the non-traditional organization depicted in the Mass Public Schools Administrative Organization. The sense of hierarchy, however, is diminished by scattering "line" jobs indicated by circles and by clustering "staff" jobs around them. The idea that certain jobs are at the bottom of the hierarchy is eliminated. The emphasis here is on the concept of inter-communication, informal as well as formal relationships and collegiality among workers.

APPENDIX G

Laws and Executive Orders That Affect Hiring Practices

Title VI of the Civil Rights Act of 1964 prohibits discrimination in education programs receiving federal funding.

Title VII of the Civil Rights Act of 1964, as amended by the Equal Educational Opportunity Act of 1972, covers every employer who is involved in interstate commerce (virtually everyone) and who employs at least 15 people. It specifies that an employer may not make any employment decision based upon race, creed, color, sex or national origin. In addition, an employer may not limit, segregate or classify employees or applicants in any discriminatory way. In other words, you may not list jobs as male jobs or female jobs, black jobs or white jobs, etc.

Equal Pay Act of 1963, as amended by the Education Amendment of 1972 and as to the Fair Labor Standards Act, states that men and women performing the same or similar work in the same establishment under similar working conditions must receive the same pay if their jobs require equal skill, effort and responsibility. However, a differential may exist if it is based on a factor other than sex such as merit, performance, seniority, etc.

Executive Order 11246, as amended by 11375, a Presidential decree, requires employers doing business with the federal government to develop and implement a written affirmative action plan. Generally, it covers employers with government contracts exceeding \$50,000 over 12 months. Educational institutions may be required to adopt an affirmative action plan:

- If the district is a subcontractor to the federal government with a contract of \$50,000 or more;
- If the district is in a state which has a state law or regulation that requires the filing of such plans;
- If the system has been ordered to file a plan as a corrective measure in findings, by a federal agency, of past or pres-

ent discriminatory practices. (See sample policy on Affirmative Action, page 69.)

Vocational Rehabilitation Act of 1973 covers employees who have government contracts of more than \$2,500, and prohibits employment discrimination based on mental and physical handicaps. May require a written affirmative action plan for handicapped persons, if government contracts exceed \$50,000.

Vietnam Era Veterans Readjustment Act of 1974 prohibits discrimination against qualified disabled veterans and veterans of the Vietnam era. May require a written affirmative action plan for veterans if government contracts exceed \$50,000. Includes a requirement to list available job openings with the local state employment office.

Age Discrimination in Employment Act of 1978 covers all employers of 20 or more persons and states that an employer may not make any employment decision based on age for those persons between 40 and 70 years old.

APPENDIX H

Things You Cannot Do or Ask Before You Hire Someone

Following are some guidelines regarding what you can do or ask, and what you can't do or ask during any pre-employment inquiry.

SUBJECT	CAN DO OR ASK	CANNOT DO OR ASK
Sex	Notice appearance	Make comments or notes unless sex is relevant to job
Name	Maiden name of married women applicant.	Inquire into previous name where it has been changed by court order, or otherwise.
	Have you ever been convicted of a crime under another name?	
Age	"Are you over 18?"	"How old are you?"
	Request proof of age <i>after</i> employment.	Estimate age. Ask proof of age.
Address	Inquire into place and length of current and previous address. Previous address in the United States	Specifically inquire into foreign addresses that would indicate national origin. How long a resident of the United States.
Birthplace		Any inquiry into place of birth. Birthplace of applicant's parents, spouse, grandparents or other relatives.
Citizenship	Whether a United States citizen. If not a United States citizen, does applicant intend to become one?	Of what country are you a citizen?
	If you are not a U.S. citizen, do you have the legal right to remain permanently in the U.S.?	Whether applicant, parents, spouse are naturalized or nativeborn United States citizens.
	Do you intend to remain permanently in the U.S.?	Dates when applicant, parents or spouse acquired United States Citizenship.
	Is spouse a U.S. citizen?	Requirement that the candidate produce his or her naturalization or first papers.
	Require proof of citizenship <i>after</i> being employed	

SUBJECT	CAN DO OR ASK	CANNOT DO OR ASK
National Origin/ Ancestry		Inquiry into applicant's national lineage, ancestry, national origin, descent or parentage. Date of arrival in United States or port of entry. How long a resident of the U.S. Nationality of Applicant's parents or spouse. Maiden name of applicant's wife or mother.
Race or Color		Color of eyes or hair or any questions that would indicate race or color.
Education	Inquiry into what academic, professional or vocational schools attended. Inquiry into what language applicant reads, speaks or writes fluently.	Any inquiry asking the nationality, racial or religious affiliation of a school. Language commonly used by an applicant — What is your mother tongue? How applicant acquired ability to read, write or speak a foreign language.
Photographs	May be required <i>after</i> employment for identification purposes.	Requirements that an applicant affix a photograph to the employment application form. Request that applicant, at his or her option, submit a photograph.
Religion or Creed		Any inquiry to indicate or identify religious denomination or affiliation, church, parish, pastor or religious holidays observed. Whether an applicant regularly attends a house of worship.

SUBJECT	CAN DO OR ASK	CANNOT DO OR ASK
Organizations	Inquiry into the organizations of which an applicant is a member, excluding organizations the name or character of which indicates the race or national origin of its members.	List all clubs, societies and lodges to which you belong.
Marital Status	Status after hiring for insurance purposes.	Are you married? Single? Divorced? Engaged? Living with anyone? Do you see your ex-spouse?
Children	Numbers and ages of children after hiring, for insurance purposes.	Do you have children? How old? Who cares for them? Do you plan to have more children?
Physical Data	Explain manual labor, lifting, or other requirements of the job. Show how it is performed. Require physical exam.	How tall are you? How heavy? Questions about physical disabilities.
Military Status	Are you a veteran? Why? Why not? Any job-related experience?	What type of discharge do you have? What branch did you serve in?
Housing	If you have no phone, how can we reach you?	Do you own your home? Do you rent? Do you live in an apartment or a house?
Financial Position		Questions about credit or credit rating. Questions about garnishment of wage. Questions about debts and to whom debts are owed.
Criminal Record	If security clearance is necessary, can be done prior to employment.	Have you ever been arrested, convicted or spent time in jail?

SUBJECT	CAN DO OR ASK	CANNOT DO OR ASK
Miscellaneous	By whom were you referred to a position here? Name and address of <i>person</i> to be notified in case of accident or emergency.	How many dependents do you have? Do you have any friends or relatives working here? Name and address of <i>relative</i> to be notified in case of accident or emergency.

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- AASA: Elden M. Amundson, Abe L. Hammons,
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